

# Diversity

## Grades 5-8



## It's about us

2010 CENSUS IN SCHOOLS



# TEACHING guide

**Teach your students about the diverse portrait of Americans shown by the U.S. Census.**

This teaching guide is specifically designed to meet national standards in geography, civics, English language arts, and math.

### Free lesson plans

- Complete cross-curricular unit for grades 5-8
- Plans for a classroom Diversity Fair

### Reproducible student worksheets

- Printable activities, map, and skill pages

### Great resources

- Tips on teaching about diversity, a primer on choropleth maps, and a glossary

Visit [www.census.gov/schools](http://www.census.gov/schools)

# Scope and Sequence

DIVERSITY  
GRADES 5-8



CIVICS



MAP  
SKILLS



LANGUAGE  
ARTS



MATH

Objective	Curriculum Connections	Skills	Standards*
<b>LESSON 1: Mapping Our Diversity</b>			
Understand population density and how choropleth maps measure population	Geography, Language Arts, Math, Civics	<ul style="list-style-type: none"> <li>■ Read a choropleth map</li> <li>■ Interpret data from a population density map</li> <li>■ Create a choropleth population density map</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand the characteristics and uses of maps, globes, and other geographic tools and technologies</li> <li>■ Use reading skills and strategies to understand and interpret a variety of informational texts</li> <li>■ Understand and apply basic and advanced concepts of statistics and data analysis</li> </ul>
<b>LESSON 2: The Diversity Around Us</b>			
Understand that diversity includes race, ethnicity, and country of origin	Geography, Language Arts, Math, Civics	<ul style="list-style-type: none"> <li>■ Identify the population patterns of various racial and ethnic groups in the United States</li> <li>■ Synthesize information from more than one map</li> <li>■ Develop and participate in a quiz game on diversity</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand the nature, distribution, and migration of human populations on Earth's surface</li> <li>■ Use reading skills and strategies to understand and interpret a variety of informational texts</li> <li>■ Understand the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society</li> </ul>
<b>LESSON 3: Diversity Fair</b>			
<p>Understand the different races and ethnic cultures in the United States</p> <p>Understand the contributions racial and ethnic groups have made to the nation</p>	Geography, Language Arts, Civics	<ul style="list-style-type: none"> <li>■ Research a major racial or ethnic group, or world region</li> <li>■ Identify the group's or region's contributions to American life</li> <li>■ Develop a presentation for a Diversity Fair</li> </ul>	<ul style="list-style-type: none"> <li>■ Gather and use information for research purposes</li> <li>■ Understand the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society</li> <li>■ Use listening and speaking strategies for different purposes</li> </ul>

\*See National Standards and Benchmarks for a complete list of the benchmarks met by this program.

# National Standards and Benchmarks

DIVERSITY GRADES 5–8

Lesson  
Number

Standard/Benchmark

1 2 3

## GEOGRAPHY

### Understand the characteristics and uses of maps, globes, and other geographic tools and technologies

Use thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation)	x	x	x
Know the advantages and disadvantages of maps, globes, and other geographic tools to illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of the year)	x	x	
Know the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information)	x	x	x

### Understand the characteristics and uses of spatial organization of Earth's surface

Understand distributions of physical and human occurrences with respect to spatial patterns, arrangements, and associations (e.g., why some areas are more densely settled than others, relationships and patterns in the kind and number of links between settlements)	x	x	x
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### Understand the nature, distribution, and migration of human populations on Earth's surface

Know the ways in which human movement and migration influence the character of a place		x	x
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### Understand the nature and complexity of Earth's cultural mosaics

Know ways in which communities reflect the cultural background of their inhabitants (e.g., distinctive building styles, billboards in Spanish, foreign-language advertisements in newspapers)			x
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## CIVICS

### Understand the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Know a variety of forms of diversity in American society (e.g., regional, linguistic, socioeconomic)	x	x	x
Know how diversity encourages cultural creativity			x

## ENGLISH/LANGUAGE ARTS

### Gather and use information for research purposes

Use a variety of resource materials to gather information for research topics			x
Organize information and ideas from multiple sources in systematic ways		x	x
Write research papers			x

### Use reading skills and strategies to understand and interpret a variety of informational texts

Use reading skills and strategies to understand a variety of informational texts	x	x	x
Summarize and paraphrase information in texts		x	x
Use new information to adjust and extend personal knowledge base	x	x	x

### Use listening and speaking strategies for different purposes

Make oral presentations to the class			x
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## MATHEMATICS

### Understand and apply basic and advanced concepts of statistics and data analysis

Read and interpret data in charts, tables, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter)	x	x	
Organize and display data using tables, graphs (e.g., line, circle, bar), frequency distributions, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter)	x		

Source: McREL (Mid-continent Research for Education and Learning) <http://www.mcrel.org>

## TEACHER RESOURCE

 Go to [www.census.gov/schools](http://www.census.gov/schools) to download the **United States Diversity poster** and **10 individual maps** for close-up classroom use.

# It's About Us

## Introduction

This guide expands the **2010 Census: It's About Us** program with new lessons that explore the concepts of race, ethnicity, and diversity. The unit supports the goals of defining population diversity and of understanding that diversity includes race, ethnicity, and country of origin.

The three lessons will introduce students to the complex diversity of the United States population through activities designed around choropleth maps. Students will learn how choropleth maps are made, how to interpret them, and how they describe the racial and ethnic complexity of our nation.

This guide features two kinds of choropleth maps. The first kind uses shades of a single color to represent data values. As the data value increases, the color becomes deeper; as the value decreases, the color becomes lighter. The maps showing population density and distribution of population by race, ethnicity, and foreign-born status use darker shades of color to show counties with higher percentages of people in each group.

The second kind of choropleth map shows the prevalent region of birth for foreign-born residents. This map uses different colors to show data organized into categories.

## How the U.S. Census Bureau Uses Data

Explain to students that the maps featured on the United States Diversity poster illustrate a few of the ways the U.S. Census Bureau used the data it collected during Census 2000.

Cartographers and geographers combined the responses from millions of households to depict the geographic distribution of various racial and ethnic groups that make up our diverse nation.

The U.S. Census Bureau gathers information on race, ethnicity, and country of origin that helps both government and private organizations better serve the public. Many agencies and businesses use the data to plan health, education, housing, and other programs to meet the needs of the particular population in an area. For example, a school system might use the data to design cultural programs that reflect the community's diversity, or a business might use the data to select the mix of goods it will sell in a new store.

By law, the Census Bureau cannot share respondents' answers with anyone, including other federal agencies and law enforcement entities. All Census Bureau employees take an oath of non-disclosure and are sworn for life to protect the confidentiality of the data. The penalty for unlawful disclosure is a fine of up to \$250,000 or imprisonment of up to five years, or both.

# It's About Us

## Explore the Meaning of Diversity

Before teaching the lessons, explore the concepts of race and ethnicity by asking students what they know about each term.

Most likely, students will offer a wide range of prior knowledge and ideas about what the terms mean. Explain that race and ethnicity can be hard to define, and not everyone agrees on the definitions. However, for these lessons, you will rely on the definitions used by the Federal Government and the U.S. Census Bureau.

- Race relates to the part of the world from which people originated. For example, people with origins in sub-Saharan Africa might identify themselves as Black or African American. People with origins in the Americas who are attached to a tribal community might identify themselves as American Indian. The 2010 Census lists five main races: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; and White. People report their race by choosing one or more of the groups with which they most closely identify.
- For the 2010 Census, people will report whether or not they are Hispanic or Latino, which is defined as a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

## Set the Stage With This Activity

To help students understand why the U.S. Census gathers information about race and ethnicity, conduct this activity:

1. Tell students that they are now the entire population of a self-governing country that needs information about its residents (themselves) to plan for services.
  - Begin by asking students to identify which of four food categories—red meat, seafood, chicken, or vegetables—is their favorite. Have them group themselves by category, noting who is in each group and estimating each group's percentage of the population.
  - Now have students regroup by how they travel to school: on foot or bicycle, by school bus, by public transportation, or by private car. Have them note who is in each group and estimate the percentage for each type of transportation.
  - Finally, have students group themselves by favorite recreational activity: soccer, baseball, basketball, or volleyball. Have them note who is in each group and estimate the percentage for each activity.
2. Ask students to return to their seats and review how the information they collected could help their new government plan for the food, transportation, and recreational needs of its residents. Discuss the following questions:
  - How did grouping yourselves help you understand how varied your population is?
  - How does knowing the size of each category help your government understand residents' needs and provide better services?
  - How do you think the government uses similar census information about racial and ethnic groups to provide needed services?

# Mapping Our Diversity

MAP  
SKILLS

MATH

## Skills and Objectives

- Read a choropleth map on population density
- Interpret data from a population density map
- Create a choropleth population density map

Before starting, print and copy the student worksheets and hang the poster available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** Masking tape, *Working with Choropleth Maps* Student Worksheet 1a, *Making a Choropleth Map* Student Worksheet 1b, *United States Diversity* poster, pencils, rulers, crayons/colored pencils

**Time Required:** One 40-minute period

## Getting Started

1. Use masking tape to mark three 1-yard-square boxes on the floor. Have students write their names on pieces of paper. Have three students put their names in one square, five students put their names in the next square, and the remaining students (should be at least 10 or more students) put their names in the final square. Point out the different densities of each square as low, medium, and high. Discuss how the boxes relate to population density per square mile.
2. Direct students' attention to the *United States Diversity* poster. *Explain:* **All the maps are choropleth maps that measure population levels in a given area.** Point out the exception, the *Prevalent World Region of Birth* map, which identifies the location of birth for foreign-born residents.
3. Show students how the *Population Density* map on the poster measures the number of people per square mile for individual counties in each state and for *municipios* in Puerto Rico. Help students make the connection with the population density activity. Review the legend with students.

## Using the Student Worksheets

4. Distribute *Working with Choropleth Maps* Student Worksheet 1a. Have students refer to the *Population Density* map on the *United States Diversity* poster to complete the questions on their own or in groups. Review answers with students.
5. Distribute the two-page *Making a Choropleth Map* Student Worksheet 1b to student pairs. Tell students they will create a choropleth map of a park where children and adults are enjoying a holiday picnic. Review the directions with students and help them construct the grid and shade the map.

6. After students have finished their choropleth map, direct their attention to the *Race and Hispanic* choropleth maps on the poster. *Explain:* **These maps measure the percentage of people of each race or ethnic group according to the individual counties in each state and the *municipios* in Puerto Rico, just like your map of the park measured the number of children in each of the squares.**
7. Have students refer to the *Race and Hispanic Population* maps on the *United States Diversity* poster to complete the questions on Student Worksheet 1b.

## Wrap-up

8. Review answers with students. *Ask:* **Why do you think so many students were gathered together in the upper right-hand corner of the park?** (They were near the playground equipment.)

## Answers

**Student Worksheet 1a:** 1) 0.0 to 66,940.0; 2) 79.6 people per square mile; 3) MA, CT, RI, NJ, DE; 4) MT, ND, WY; 5) Answers will vary; 6) Answers will vary.

**Student Worksheet 1b:** Grid shading:

2	3	3	8	7
1	1	4	6	7
0	2	1	4	3
2	3	1	2	2
1	4	3	2	2

1) A. 12.3%, B. 0.9%, C. 12.5%, D. 0.1%, E. 3.6%, F. 69.1%  
G. 2.4%; 2) Answers will vary; 3) Answers may simply name groups present or describe relative levels of population for each group; **Bonus:** Possible answers are CA, NM, AK, NV, and OK.



Name: \_\_\_\_\_

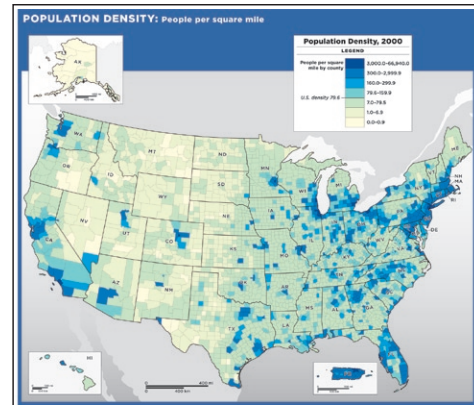
DIVERSITY  
GRADES 5-8

STUDENT  
Worksheet

1a

# Working with Choropleth Maps

The **United States Diversity** poster employs *choropleth* maps. The eight population maps use increasing shades of color to indicate greater concentrations of people in an area. On the **Population Density** map, darker shades represent higher density areas and lighter shades represent lower density areas. Look at the **Population Density** map on the poster to answer these questions.



1. What is the range of people per square mile on this map?

\_\_\_\_\_ to \_\_\_\_\_

2. What is the average population density for the United States?

\_\_\_\_\_

3. Name the five states in which the population density throughout the entire state is ABOVE the average population density for the United States.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Name the three states in which the population density throughout the entire state is BELOW the average population density for the United States.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the population density range in your state?

\_\_\_\_\_ to \_\_\_\_\_

6. What are some of the advantages and disadvantages of living in high-population areas and in low-population areas?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

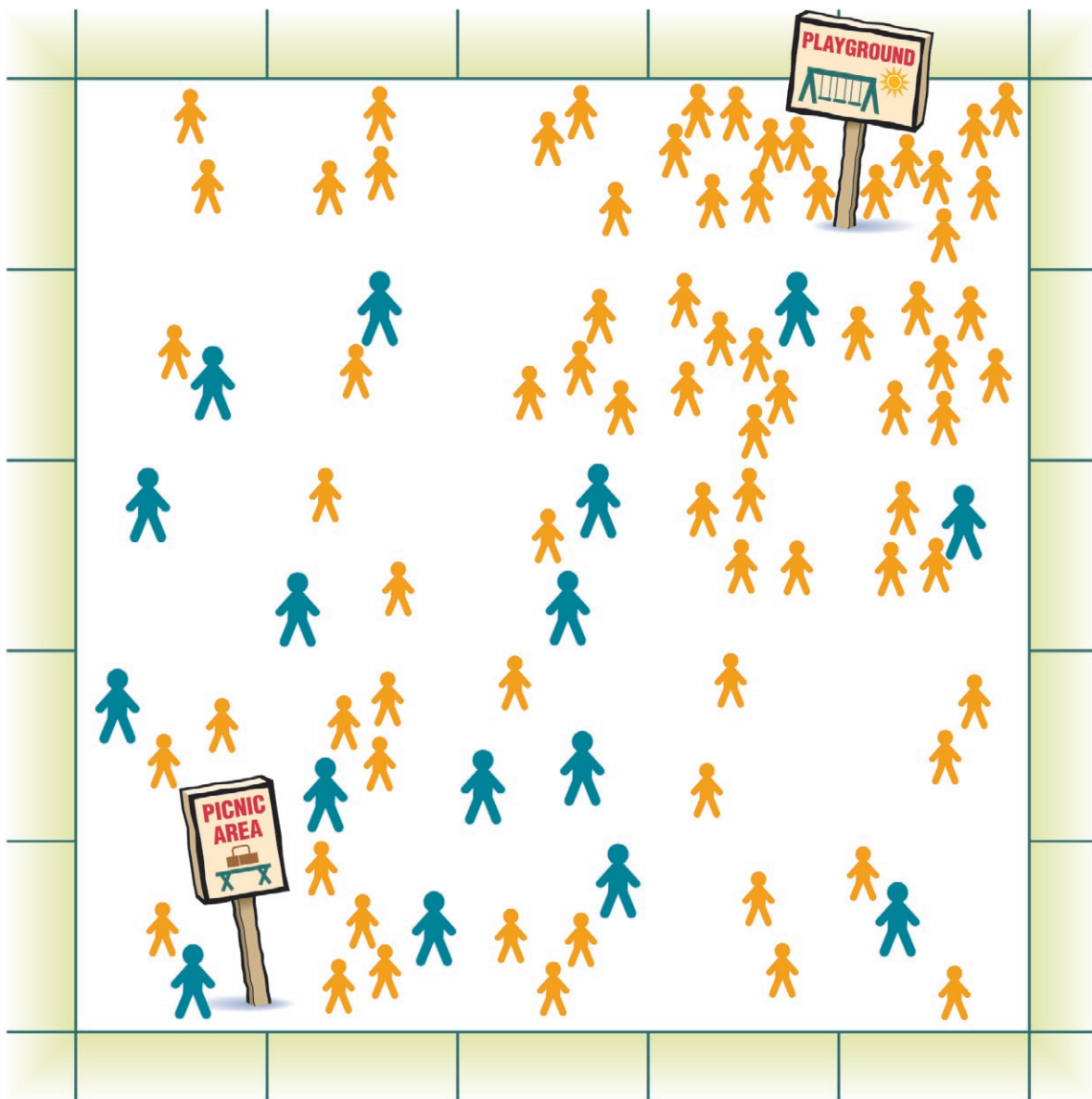
DIVERSITY  
GRADES 5-8



STUDENT  
Worksheet

1b

# Making a Choropleth Map

In this activity, you will build a choropleth map of a park where children and adults are enjoying a holiday picnic. Your job is to map **ONLY the children** in the park. Read the directions on the next page.



Adults	Children
	

Number of children in each square	Density	Shading
0-2	Low	Light
3-5	Medium	Medium
6-8	High	Dark



Name: \_\_\_\_\_

DIVERSITY  
GRADES 5-8

STUDENT  
Worksheet

1b

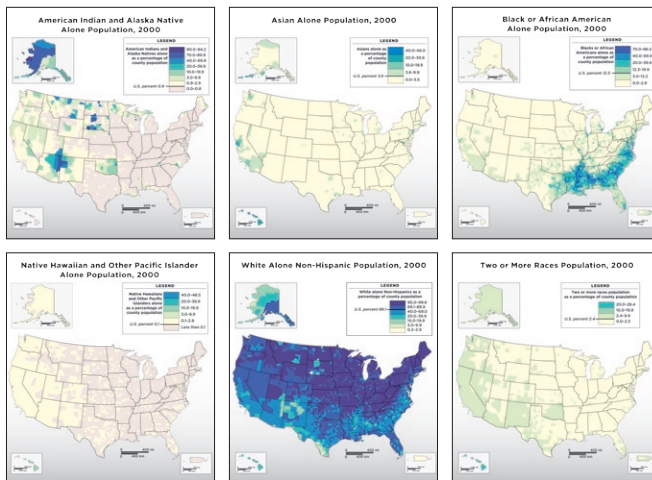
# Making a Choropleth Map

(continued)

## Procedure:

- Lightly draw lines with a pencil and ruler connecting small marks along the border of the park to form a grid of 25 squares.
  - In each square, count **only the number of children**. Write the number in the square.
  - Select colored pencils or crayons with three varying shades of the same color (light, medium, and dark).
  - Shade in the squares according to the key at the bottom of the grid.
- Identify the U.S. percentage of population for each group:
    - Black or African American \_\_\_\_\_
    - American Indian and Alaska Native \_\_\_\_\_
    - Hispanic or Latino \_\_\_\_\_
    - Native Hawaiian and Other Pacific Islander \_\_\_\_\_
    - Asian \_\_\_\_\_
    - White Non-Hispanic \_\_\_\_\_
    - Two or More Races \_\_\_\_\_

## Reading Maps



- Identify racial and ethnic groups in your state that make up 30 percent or more of the population in at least one county.
 

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- From the information on all these maps, describe your state's population diversity.
 

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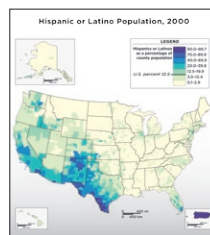


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Now refer to the six population maps that depict race, as well as the **Hispanic** population map on the **United States Diversity** poster. Just as your map showed only the children, these maps each show only one group in the entire U.S. population. Use the maps to answer the questions.



**Bonus: Name two states where, throughout the state, the percentage of people who identified themselves as two or more races is higher than the U.S. average.**

# The Diversity Around Us



## Skills and Objectives

- Identify population patterns for various racial and ethnic groups
- Synthesize information from more than one map
- Develop a quiz game on the nation's racial and ethnic diversity

Before starting, print and copy the student worksheets and hang the **United States Diversity** poster available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *Mapping Racial and Ethnic Groups* Student Worksheet 2a, *Comparing Maps* Student Worksheet 2b, 5" x 7" index cards, **United States Diversity** poster, pencils or pens.

**Time Required:** One to two 40-minute periods

## Getting Started

1. Direct students' attention to the race and ethnicity maps on the poster. Remind students that the maps measure the percentage of people of each race or ethnic group and their location by county. Alert students to the fact that the legends on each map use different data ranges.
2. Point out that the maps are grouped under the headings of "Race," "Foreign-Born," and "Hispanics." Ask student volunteers to read aloud the information provided on the poster for each grouping.
3. Discuss the distinctions among the three groupings on the poster. (The introduction to this teaching guide offers explanations and guidance on discussing the difference between race and ethnicity.)

## Using the Student Worksheets

4. Distribute *Mapping Racial and Ethnic Groups* Student Worksheet 2a for students to complete individually or in pairs. Review answers with students.
5. Direct students' attention to the *Percent of Foreign-Born* and the *Prevalent World Region of Birth* maps on the poster. **Explain:** *The Percent of Foreign-Born map shows the percentage of residents who were born outside the United States living in the United States and Puerto Rico in 2000. The Prevalent World Region of Birth map indicates the birth region for foreign-born residents.*

6. Distribute *Comparing Maps* Student Worksheet 2b for students to complete. Ask: **Where are American Indian populations clustered?** (In Western states.) **Where are the largest concentrations of Asian-born residents?** (In West Coast cities like San Francisco and Los Angeles.) **Where is there a concentration of Hispanic residents?** (In Southwestern states.) **Where are African Americans concentrated?** (In the South.)
7. Distribute one index card to each student with the name of a state on one side. Students will use the card to write a set of clues for a riddle. Review the directions at the bottom of the worksheet along with the example.

## Wrap-up

8. When students have completed their riddles, collect the index cards to start the game activity.
9. Divide the class into teams of 4 or 5 students. Make sure students can see the individual maps on the **United States Diversity** poster. Visit [www.census.gov/schools](http://www.census.gov/schools) to download the poster and the individual maps.
10. Give each team a time limit (30 seconds) to solve the riddle. If they don't solve it, the challenge passes to the next team. Check the answer with the maps for accuracy. After going through all the cards, tally the scores (1 point per right answer) to determine the winning team.

## Answers

**Student Worksheet 2a: 1) A.** SE, **B.** SW, **C.** NW and SW, **D.** NE, **E.** NW and SW; **2)** HI, CA, AK; **3)** Scattered and light or less dense, sparse; **4)** Because the Hawaiian Islands are geographically close to the Pacific Islands; **5)** Both groups are native to North America.

**Student Worksheet 2b: 1)** Latin America; **2)** Asia; Europe, and Northern America **3)** Northern America; **4)** Northern America and Europe.

Name: \_\_\_\_\_

DIVERSITY  
GRADES 5-8

STUDENT  
Worksheet

2a

# Mapping Racial and Ethnic Groups

Use the maps on the **United States Diversity** poster and the map below to answer these questions.

1. Name the quadrant or quadrants in which there is a greater concentration of each group (multiple answers may apply to each group):

- A. African Americans \_\_\_\_\_
- B. Hispanics \_\_\_\_\_
- C. American Indians \_\_\_\_\_
- D. White Non-Hispanics \_\_\_\_\_
- E. Two or More Races \_\_\_\_\_

2. In what three states do you see the highest concentration of Asians?

\_\_\_\_\_

\_\_\_\_\_

3. How would you describe the concentration of Pacific Islanders in the continental United States?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why do you think the greatest concentration of Pacific Islanders is in Hawaii?

\_\_\_\_\_

\_\_\_\_\_

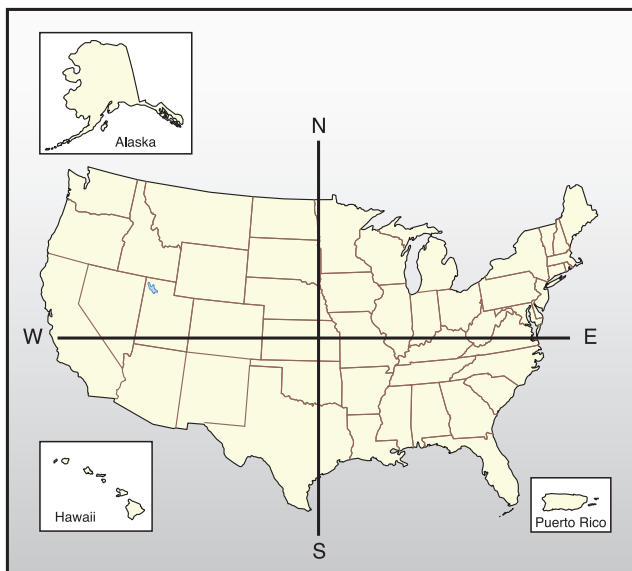
\_\_\_\_\_

5. Why are American Indians and Alaska Natives classified in the same group?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

DIVERSITY  
GRADES 5-8

STUDENT  
Worksheet  
**2b**

# Comparing Maps

Refer to the **Percent of Foreign-Born** and the **Prevalent World Region of Birth** maps on the **United States Diversity** poster to answer these questions.

1. What world region do many of the foreign-born residents living in the Southwest come from?  
\_\_\_\_\_
2. What are the prevalent regions of birth for high concentrations of foreign-born people living in northwest Washington state?  
\_\_\_\_\_
3. What is the prevalent region of birth for high concentrations of foreign-born people living in northern Maine?  
\_\_\_\_\_
4. What are the two main regions of birth for foreign-born people living in states along the Canadian border?  
\_\_\_\_\_  
\_\_\_\_\_

## Creating Riddles for a Geography Clues Game

Write a set of clues for one state that provides information about its distinct patterns of race or ethnicity, its population density, the percent of foreign-born residents, or the prevalent region of foreign-born residents. Be as precise as possible and check to make sure your clues point to only the state you chose. Your clues cannot include information on the state's name or location, or any adjacent states, countries, or bodies of water. List your clues on one side of the card and the answer on the back.

*Example:* **What is this area?**

**Clue 1:** This area is densely populated.

**Clue 2:** It has a high concentration of African Americans.

**Clue 3:** Its foreign-born residents are mostly Latin American.

**Answer:** *District of Columbia*

# Diversity Fair

## Skills and Objectives

- Research a major racial or ethnic group, or world region featured in this unit
- Identify the group or region's contributions to American life
- Develop a presentation for a Diversity Fair



Before starting, go to [www.census.gov/schools](http://www.census.gov/schools) to download the individual maps shown on the *United States Diversity* poster.

**Materials:** *Diversity Fair* Student Worksheet 3, *United States Diversity* individual maps (PDFs), library and Internet resources, pens, pencils, poster board, computers, digital presentation software (optional)

**Time Required:** Two to three 40-minute class periods depending on research time

## Getting Started

1. Place the word **culture** on the board with this definition: the values, behaviors, and beliefs of a particular social, ethnic, or age group. Discuss the term to ensure understanding.
2. Arrange students in pairs to brainstorm characteristics that help identify a particular culture. These might include music, clothing, food, religion, vocabulary, etc. Randomly ask students for their ideas and record their examples.
3. Select 10 students to come to the front of the room. Ask them to arrange themselves into smaller groups according to their favorite food: beef, chicken, fish/seafood, or vegetables. Once they've sorted themselves out, ask them to rearrange themselves by each of these new categories in turn:
  - Their favorite music: rock, rap/hip-hop, pop, jazz, or ethnic/world music
  - Their favorite activity: sleeping, playing, reading, or working
  - The language spoken at home: English or other languages
4. Mention that one thing the 10 students have in common is they are members of your class. Ask: **How are they different? How much did the group change as new categories were identified? In what category were students most similarly grouped? In what category were they most diverse? What does this tell us about the diversity of people in the class? How might this activity exemplify diversity in the United States?**

## WORDS TO KNOW

**Culture:** The values, behaviors, and beliefs of a particular social, ethnic, or age group

## Using the Student Worksheets

In this culminating activity, students will conduct research to develop a Diversity Fair exhibit. The Diversity Fair is designed to generate interest in and understanding of the positive effects of diversity for the United States, and to help students appreciate the contributions of individual racial and ethnic groups.

5. Assign or have students select one of the racial or ethnic groups from the *United States Diversity* poster.
6. Distribute *Diversity Fair* Student Worksheet 3 and review with students. Emphasize that they are to report on characteristics that are positive in nature and factual. Discuss how to recognize and avoid racial and ethnic stereotypes, which are negative and often present false claims against an entire group.
7. All members of the group must participate in the exhibit's production and presentation. You might consider assigning specific tasks for group members to highlight their strengths.
8. Provide time for students to complete their exhibits.

## Wrap-up

9. Have students present their exhibits to the class or set them up in the gymnasium, library, or some other room for public viewing.

Evaluate students' exhibits with the following criteria:

- Cooperative group work
- Coverage of the required content in their exhibit
- Extent and accuracy of visual presentation
- Effective oral presentation skills



Name: \_\_\_\_\_

DIVERSITY  
GRADES 5-8

## STUDENT Worksheet

# 3

# Diversity Fair

In this activity, your team will construct an informative exhibit about the contributions of a particular group to American life. All members of the team should participate in the research, development, and presentation. While many racial and ethnic groups have become “Americanized”—eating the same foods, speaking the same language, and dressing the same way as everyone else—your task is to focus on the characteristics that are unique.

### Research your assigned group on the following characteristics:

- Download or create a United States map showing the region where your group lives.
- Identify foods and menus associated with this group.
- List languages spoken by the group and identify and define words or phrases adopted into American English.

- Identify and describe the group’s traditional music. Find illustrations or examples of instruments and recordings of the music.
- Identify the types of fabric and clothing created by the group. Provide illustrations or examples.
- Identify the religion(s) of the group, holidays, ceremonies, and forms of worship.

### Construct your exhibit on poster board or in a digital format:

- Use illustrations, original drawings, or actual examples.
- Have each member write a short speech to present some part of the exhibit.
- Be prepared to present the exhibit to an audience.





## TEACHER RESOURCE

# Additional Resources

- **U.S. Census Bureau** [www.census.gov](http://www.census.gov) This is the source for information on people, business, and geography. This site offers census news, maps, tools to build your own data tables, and more.
- **2010 Census** [www.2010census.gov](http://www.2010census.gov) This interactive site, with video and up-to-date census response information, allows Americans to engage in the national dialogue about how each person's participation helps paint a new "portrait of America."
- **Census Atlas of the United States** [www.census.gov/population/www/cen2000/censusatlas/](http://www.census.gov/population/www/cen2000/censusatlas/) This comprehensive atlas of population and housing contains approximately 800 maps providing a historical perspective on many of the topics presented and is the source for the maps used on the United States Diversity poster.
- **CIA World FactBook** <https://www.cia.gov/library/publications/the-world-factbook/index.html> This invaluable site provides information on many different aspects of 266 world entities. Materials include maps, flags, and information on people, government, economy, geography, military, communication, and transportation.

## Glossary

**Choropleth map:** Maps that use color to display data. One kind uses shades of a single color to show increasing or decreasing values. Another uses different colors to show data organized into categories.

**Ethnicity:** Shared cultural characteristics, such as language or customs. On the 2010 Census questionnaire, people report whether or not they are of Hispanic or Latino ethnicity.

**Culture:** The common languages, foods, arts, music, values, and ways of life shared by a group of people.

**Race:** A group with which people identify, determined by the area of the world in which they or their ancestors have originated. People may choose one race or more than one race when completing the 2010 Census questionnaire.

**U.S. Diversity:** Refers to the varied ethnic, racial, and cultural groups that make up the nation's population.